

The Stony Brook

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# Statesman

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# Cheating.com

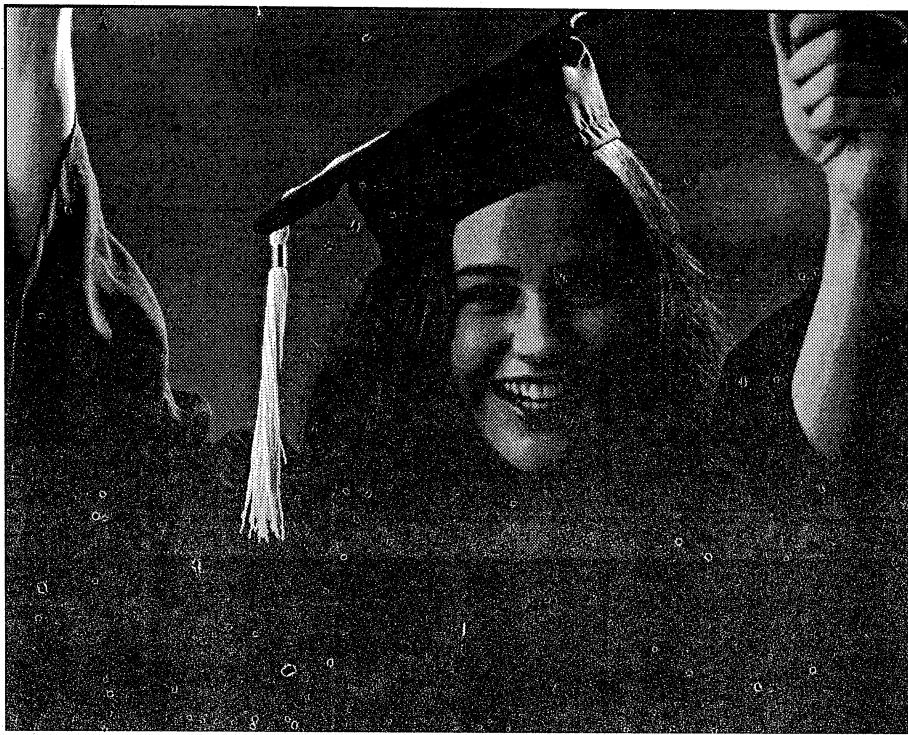
Term  
Papers and  
the Web,  
Page 3

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Police Blotter  
Page 5

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A Celebration  
of Women  
Page 8



# Education Does Pay Off!

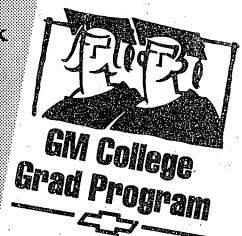
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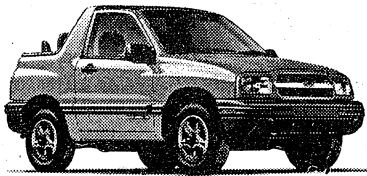


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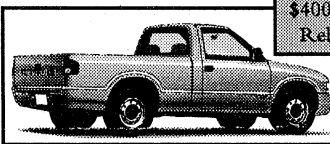
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Bank Fee.....\$0  
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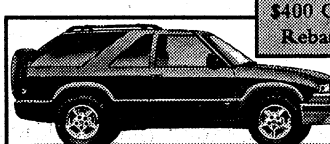
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The Stony Brook Statesman Thursday, March 11 1999

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# We Didn't Copy This Article

## On-Line Sites Become Destination of Students Looking For an Easy Solution to Term Paper Stress

By JENNIFER KESTER  
Statesman Editor

With mid-semester term paper deadlines looming, a growing number of Stony Brook students, as elsewhere, are heading onto the internet to download replacement papers to hand in instead.

Web-sites blatantly offer papers for sale, and sometimes for free, making it increasingly easier for students to download papers.

The web page "The Evil House of Cheat" at [www.cheathouse.com](http://www.cheathouse.com), with 2,000 visitors a day, offers over 9,500 papers in 44 categories, but also runs tips on how to cheat on exams. In order to get around federal and state laws that prohibit plagiarism, web pages such as [www.cheat.com](http://www.cheat.com) run disclaimers saying that they do not condone cheating and that the site is to be used for "research purposes."

Jens Schriver, a student in Denmark who runs "The Evil House of Cheat," acknowledges, though, that student log into the site to cheat. It's a business for him, one that makes money, and he said that the act of cheating "is up to the students."

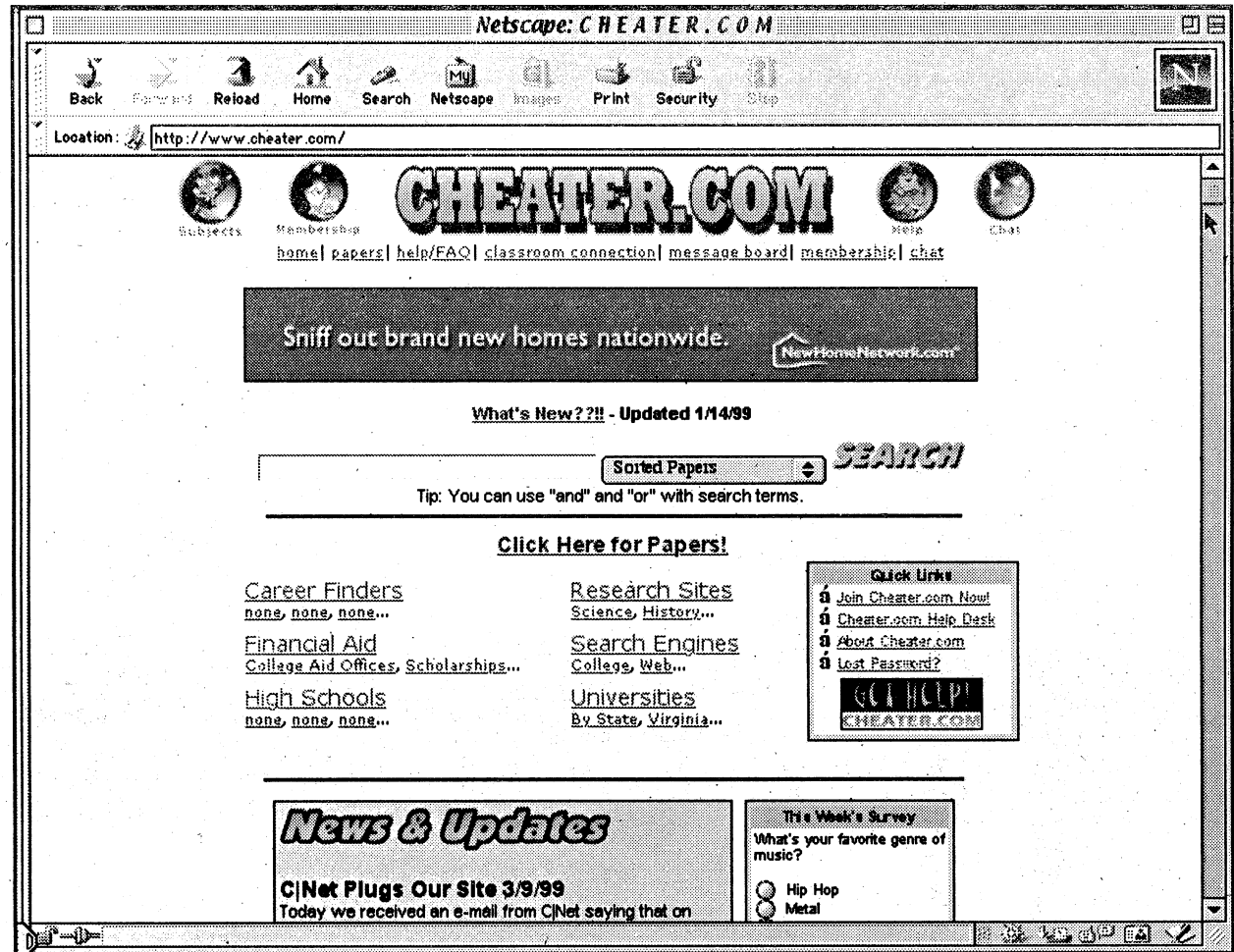
While some may actually be using the papers available to help with their research - to see how others have written about the same or similar topics - many more are downloading the papers to submit as original work.

Students at Stony Brook are not immune to this new trend.

"We are catching three to four students each semester," said Bill Wiesner, the assistant dean of undergraduate academic affairs. The ones caught, he said, face harsh punishments, up to and including dismissal from the University.

Wiesner said that plagiarized papers are frequently recognizable because of the differences in a professionally written papers and a student written paper. It is also noticed when the style of what students hand in is not similar to past papers that they have handed in. Professors, Wiesner said, are even approaching others who have taught the same student to get copies of writing samples for comparison.

Professor Howard Sorrow, a long time member of the Political Science Department, said that courses like Civil Liberties (POL 323) see a high number of students cheating on term papers. "Professors are not dumb," he said, noting that many have learned to check a number of different web-sites after assignments are handed out, "I make [term paper topics] so specific that there's no way you could copy them from the internet."



**Cheater.Com is but one of the companies who have web-sites offering students papers that can be downloaded and handed in for class work.**

To help professors keep track of students downloading papers off of the internet, Academic Affairs will soon have a budget of funds for teachers who wish to go on-line and purchase papers that their students may be using to cheat.

"We will have a library of what they sell," Wiesner said.

To discourage students from cheating, the office of Academic Affairs is recommending that professors require a preliminary bibliography

*"I got an A in the class," said one student, "but I wouldn't do it again...it was really general."*

before the papers are handed in since a high proportion of those available on the web do not come with one. In addition, Wiesner recommended that students be required to hand in rough drafts of their final paper. Cheaters will have to "rewrite the paper badly," said Wiesner, making it more obvious where that the paper is not an original work.

"What the University stresses is academic integrity, not punishment," he said.

For first time cheating offenders, students automatically fail the course and receive a Q grade, indicating academic dishonesty. The Q grade is erasable from the student's record but the student is required to take a 10 hour course examining the definition of dishonest, ethics, studying methods and time management. The second offense results in a one year suspension

and a mark indicating academic dishonesty on the student's permanent record.

The cheating, according to Wiesner, is all over the place but is especially seen in the 200 and 300 level classes where there are 50-60 students and the atmosphere is impersonal between the professor and the students. Cheating in upper 400 level classes, with a smaller group of students, is less frequent, he said, probably because students feel they cannot violate the respect and trust they have for the professor.

Students we spoke to said that it was more the quality of the papers that they got off the web than the threat of punishment that has kept them from continually downloading term-papers.

"I bought a paper off of the internet," said one student, who for obvious reasons did not want his name printed, "I got an A in the class, but I wouldn't do it again because the context of the paper wasn't exactly what I was looking for."

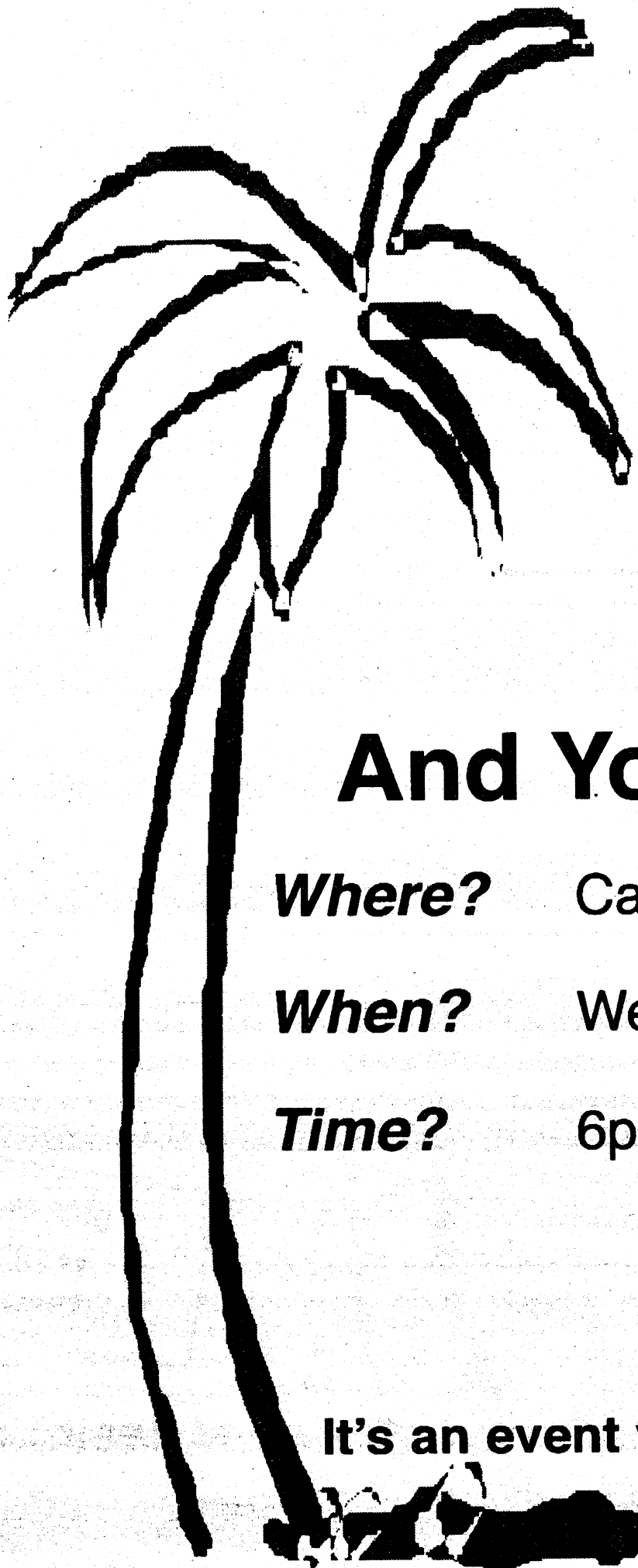
"It was really general," he said.

"Cheaters are basically not immoral people," Wiesner said. The juggling of time management between courses, commuting, working, and family commitments and other responsibilities all factor in, making it difficult for students to do well, which can lead to cheating, he said.

Another student who did not wish his name released agreed with Wiesner that students often cheat because of time constraints. "I've been tempted from the wealth of knowledge on the internet, especially when you're pressed for time and only have an hour until it's due," he said, adding that he thought that it was unlikely that he would get caught, "There's no way that professors can check every web-site."

*Tea Lek D. Ying and Peter Gratton contributed to this story.*

# I.B. is coming



## And You're Invited...

**Where?** Campus Connection @ H-Quad

**When?** Wednesday, March 24

**Time?** 6pm - 10pm

Featuring  
Reggae  
& Calypso Music

It's an event you won't want to miss!

  
Campus  
Dining Services

# Six Trapped in SBS Elevator

**March 2**

**1:05 a.m.**

Six people became trapped in an elevator in the Social and Behavioral Sciences Building. They were eventually released.

**4:21 a.m.**

A vending machine was vandalized in O'Neill College's lobby.

**10:03 a.m.**

A meal card was stolen from Gershwin College.

**11:53 a.m.**

A car's passenger side, and rear windows were damaged in North P-Lot. It appeared as though it was shot by a pellet gun.

**1:20 p.m.**

License plates were stolen from a car in North P-Lot.

**2:17 p.m.**

A parking permit was stolen from a car in the Administration Parking Lot.

**5:43 p.m.**

A credit card was stolen from Stimson College.

**5:44 p.m.**

A person reported receiving harassing phone calls.

**6:29 p.m.**

A wallet containing \$140, and two credit cards was stolen from Stimson College.

**March 3**

**12:19 a.m.**

A complaint of noise coming from off-campus was made by someone in Kelly Quad. The area was patrolled.

**2:40 a.m.**

A car in the Benedict Parking Lot was vandalized.

**2:38 p.m.**

Savings bonds worth a total of \$2500 was

stolen from room E5350 of the Library.

**8:46 a.m.**

The manager of the Union Station Deli was pushed into the candy display by a Coca Cola distributor. A witness intervened and separated the two. The distributor left and proceeded to punch the glass in the handicapped entrance.

**12:59 p.m.**

Three males tried to pay for food with an expired meal card in the Bleacher Club. The cashier made a complaint, and they left without paying for the food.

**3:21 p.m.**

A student was found with seizures in the hall between Physics and Harriman Hall.

**1:38 p.m.**

An electronic organizer was lost in Light Engineering.

**9:46 p.m.**

A Wagner College resident reported the smell of marijuana. There was no smell when police arrived.

**March 4**

**11:28 a.m.**

A male outside of Harriman Hall was injured.

**12:36 a.m.**

A small fire was started in Greely College, when a cigarette was dropped into a trash can. The fire was extinguished by Residential Life Staff.

**3:23 p.m.**

A purse was stolen from a person in or around the Javits Lecture Hall.

**9:21 p.m.**

Two individuals were involved in a verbal dispute in the O'Neill Parking Lot. The police were called on to intervene.

**March 5**

**12:10 a.m.**



The Deli in the lobby of the Student Union was the site of a shoving incident between a Campus Dining Manager and a Coca Cola distributor last week.

A vending machine on the third floor of Grad Chemistry was broken into, and the cash box removed.

**1:17 a.m.**

A couple was involved in a verbal dispute in Baruch College.

**2:26 a.m.**

Someone in Hamilton College reported the smell of pot. The officers who responded did not smell anything, but found a open containers of alcohol. None of the people present were over 21. They were referred to Student Affairs.

**2:27 a.m.**

A student who had been drinking in Keller College felt nauseous and had trouble breathing after drinking too much alcohol. The student was transported to the University Hospital Emergency Room.

**6:13 a.m.**

A SUNY sign on North Loop Rd. was damaged. The physical plant was notified.

**9:43 a.m.**

A wallet was stolen from the Sports Complex.

**1:40 p.m.**

The rear window of a car was broken in the Stimson Parking Lot.

**4:12 p.m.**

Perfume and shoes were stolen from Mount College.

**8:22 p.m.**

The smell of marijuana was reported in Wagner College. The report was unfounded.

**March 6**

**12:43 a.m.**

A couple in Hamilton College had a dispute after the female had an unknown number of pills. She was taken to the University Hospital Emergency Room.

**3:18 p.m.**

Stolen food was reported by staff at Campus Connection (H Quad's cafeteria).

**4:52 p.m.**

Catering equipment was stolen Student Union. The pieces stolen included silverware and gold plated coffee pot stands. The estimated total value of the equipment is \$1100.

**March 7**

**11:46 a.m.**

A father and daughter had a dispute in Gershwin College. The father was gone when the police arrived.

**March 8**

**12:12 p.m.**

A Dreiser College resident reported a stolen ring.

**2:56 p.m.**

A dispute between two Dewey College residents was reported.

## Blotter of the Week

**March 4**

**2:13 p.m.**

*A person in Humanities reported a lost purse. Apparently it was thrown in the garbage on March 1, with \$20 in stamps an ATM card, a Stony Brook ID, a check book, driver's license and \$20.*

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# Editorials

## The Problems With Pledging

It's 2:30 in the morning and you have just returned to your dorm room after a long night of studying at the library. As you settle down into bed, you hear a thunderous march of steps outside. As the stomping grows closer, loud clear voices begin chanting. You look out the window to see a small group of people going through some finely executed military formations that would make the U.S. Army blush. They are identically dressed. Everything is the same from the knapsacks on their backs to the shoes on their feet.

What is this little show, you wonder? Has R.S.P. decided to undertake some form of boot camp-like training? Is the Science Fiction Forum performing some weird dance they saw on a Star Trek episode? But then you remember that it's that time of year again—it's pledge time! This is when the needy and desperate people on campus "rush" out to compete for the friendships of upper classman who still think "coolness" hinges on the clothes you wear, how many friends you have and the amount of parties you are affiliated with in a semester.

Of course we're talking about the fraternities and sororities who think up the stupidest, most degrading and often downright cruel obstacles for their pledges to do in order to see who is the most worthy to be allowed to enter into their sacred domain. You've all seen them before—there are those guys walking around in brown sweatshirts and pants with shaved heads and army boots and those odd yellow arm bands. Then there are those girls who are forbidden to talk to anyone. They walk around mute, grasping onto each other's shoulders, decked out in black with coordinating yellow berets and gloves.

Besides annoying the residents of the inner quads with their marches and military songs in the middle of the night, we can't help but wonder: aren't you pledges annoying yourselves? Is it really worth it to be out in the freezing cold getting frostbitten while people yell at you to shut the hell up and others laugh from inside their warm rooms? What are you getting out of it? The privilege of calling some people your brothers and

### Students Give Up Individuality to Rush for Fraternities and Sororities

sisters and walking around with a few Greek letters on your shirt? Oh and of course, you are forging lifelong friendships based on the fact that you were all equally desperate to have some friends and you would do anything to get them.

Don't get us wrong. We know the age-old claim that says how frats and their female counterparts do community service. The ones here at Stony Brook can occasionally be found in the Union holding bake sales. We are just sure that the significant profits earned from these sales go to help poor children and the elderly. But, we can't remember Alpha Duffa Gamma or Delta Losa Epsilon showing strong support for

NYPIRG's recent trip up to Albany. They haven't been that vocal about Pataki's proposed cuts. Have they tried to amend the meal plan? In fact, from the observer's point of view, they don't do much more than hang out in the Union and hang banners with their organizations' initials from their balconies. Is that what it means to be part of a club?

At the risk of sounding like an after school special, no one is a true friend who makes you look like a complete ass, make you feel inferior or harms you in any way. There are so many other productive clubs and organizations on campus, and if it means that much to you to boast its initials on every article of clothing you own, they probably won't mind.

Don't loose touch with the importance of being an individual and not conforming to the dress codes, morals or activities of a group who have branded themselves as the "cool ones." Coolness comes from within; it's personal, not fraternal. Besides, why act like a soldier in a ridiculous battle when there are so many other ones to fight?

## Those Cheating Hearts

As mid-term time fast approaches, there is perhaps no better time than now to note the rampant cheating that has taken hold throughout this campus. From chemistry tests given in filled lecture halls to long paper assignments for small political science classes, it seems as if many students here are unable to compete solely on their own ability.

Students are routinely turning in papers that are downloaded from a number of internet web-sites that cater to the less scrupulous among us. In addition, many professors commit the inexcusable and lazy act of repeating the same tests semester after semester. Student quickly wise up to this repetition and soon take advantage.

We understand that professors have greater needs for their time than having to baby sit students who obviously care little about the learning experience that is available to them here. Their roles as educators, however, must come first.

Students have little reason to think twice before cheating. Rarely do professors check any of the most

popular web-sites for term papers to see if students have downloaded their assignments, and the punishments here are severely lacking. Students must be caught

### Rewarding the Students who are Good at It

several times before they can be tossed out of the University. Needless to say, that with few of the cheaters actually getting

caught, that the University seems to be rewarding the kind of talent usually only reserved for careers in the mob or the like: students who are the worst at cheating are the first to get caught, and only the worst at it (do they wear the answers on their head?) get caught more than once; students that are good at it are the ones sitting next to you at exam time a little bit over confident that they will be the ones throwing off the curve.

We are, of course, sympathetic to students that feel the anxieties and pressures of the college experience. However, without learning to live and deal with these anxieties, graduating students will be ill-equipped to face "real-life" situations - where no cheat sheets are available.

# Writing A Wrong

*This past October, two instructors in the University Writing Program, Kimberly DeFazio and Amrohini Sahay were taken out of their positions for introducing theoretical and demanding coursework for the EGC 101 courses that they taught. Defazio and Sahay, in a commentary piece "Writing the Difference," published in this space on December 10, said that their removal was a form of "institutional harassment" by the Writing Program's (now called the Program in Writing and Rhetoric) administration and the chairman of the English Department, Lee Edelman. Catherine Chaput has submitted the following for the English Graduate Union at the University of Arizona. - Editor*

## Removal of Graduate Students from Teaching an Infringement of Academic Freedom

an 'effect' of the social system in which the individual lives." While these models serve an obvious function of standardizing curriculum, they also serve the less obvious function of policing how texts and genres are taught and determining which knowledges are legitimate. In such a situation -one that is predominant in American institutions- only those teachers who remain within the boundaries of traditional knowledges are academically free. Those instructors, on the other hand, who use these models to critique traditional knowledges are not similarly protected under academic freedom because, as we mentioned earlier, critique is not considered a legitimate intellectual practice. Defining these models within "acceptable" knowledges necessarily precludes instructors and students from questioning the very social structures that define our experiences and therefore, by definition, restricts academic freedom, democratic exchange of ideas, and the creation of alternative knowledges. That is to say, model syllabi not only standardize the genres to be taught, but more significantly standardize the way that these genres should be taught to students.

The Composition Program at the U of A maintains a standard curriculum that in many ways mirrors Stony Brook's; however, what is more alarming in our view is the similar internal programmatic structures that, under the guise of "professional development," police instructors and monitor curriculum. The U of A has established a sophisticated system for regulating writing instruction and maintaining standardization that ensures extensive and repeated reviews of syllabi, assignment sheets, hand-outs, graded papers, and classroom practices. Additionally, graduate student curricula must be approved by advisors, course directors, and the composition director who all must ensure that each individual instructor abides by the Composition Council's "model syllabi" determining both the genres of writing and the knowledges within which those genres can be understood. This supervision works not only to maintain traditional, and we believe suspect, knowledges, but also has the effect of weeding out individual aberration, so those of us who are pedagogically committed to the questioning of and opposition to ideological and structural complicity with global capitalist projects and knowledges. Therefore, despite the supposed freedom to explore new ideas and to create new knowledges in the composition classroom, critique-al pedagogies that attempt to do this work are simply not tolerated. The October 26, 1998 removal of Kimberly DeFazio and Amrohini Sahay, we believe, clearly indicates such intolerance.

**C**ritique-al pedagogies, such as those of DeFazio and Sahay, expose the underlying assumptions that enable systemic inequalities through a sustained critique of the status quo in order to create alternative possibilities. Because such a pedagogy requires students to wrestle with complex social, political, and ethical questions, students must have access to complex theoretical materials in order to transgress the limitations of personal opinion and begin to make connections between supposedly disparate experiences and larger social

systems of production. Much like DeFazio and Sahay, many of us at the U of A rely on theoretical works from a variety of poststructural, feminist, Marxist, and cultural critics; in fact, many of us have used and continue to use Derrida, Marx, bell hooks, and Cornel West and the specific theorists that precipitated Stony Brook's actions against DeFazio and Sahay. While these theorists do offer complex analyses of the current social moment and its historical significance and can, therefore, be understood as difficult, dismissing these theories as simply too difficult is an anti-intellectual maneuver premised on a political opposition to anything other than the reproduction of hegemonic ideologies. This maneuver impacts not only those instructors under the immediate supervision of particularized universities - at Stony Brook or the U of A - but all of us within systems of higher education. Once again, we would like to reiterate that DeFazio and Sahay were indeed following the generic structure of the model syllabi, but they were doing so within a critique-al pedagogy; their punishment was not based on their deviance from this model, but rather on their theoretical and political goals.

While those of us at the U of A committed to critique-al knowledges and critique-al pedagogies experience substantial marginalization and significant opposition, we have not yet encountered a situation where the Composition Director has removed an instructor on the basis of his or her politics, as was clearly the case at Stony Brook. These techniques of silencing critique-al knowledges, rather than their removal, allow the university to operate under the premise of a democratic and free exchange of ideas. In this way, undemocratic practices proceed under the appearance of democracy. However, the direct removal of DeFazio and Sahay reveals the blatant disregard for academic freedom that is at the heart of university rhetorics that define democracy by one's conformity to traditional knowledges. Therefore, we can no longer avoid the reality that all critique-al pedagogues are susceptible to politically motivated administrative decisions within a corporate university structure relatively removed from larger social and ethical accountabilities. University administration receives this freedom, unlike many of its professors and graduate students, in part because universities are constructed as autonomous sites separated not only from their immediate communities, but also from other universities. While a commonsensical notion might be that what takes place among graduate students at SUNY @ Stony Brook has

**T**he removal of Kimberly DeFazio and Amrohini Sahay from their positions as composition instructors at the State University of New York@Stony Brook is not only of immediate interest to those studying and working at Stony Brook, but to both our organization (English Graduate Student Union at the University of Arizona) and to the state of higher education nationally. We are writing in protest to this Stony Brook incident not because we believe it exceptional, but because we believe it is symptomatic of a larger national attack on academic freedom and the suppression of critique-al knowledges in the university. This suppression, based on the pervasive representation of critique as a method of attack and as an exclusively negative or hostile practice, legitimates only those practices and knowledges that support dominant discourses and ideologies. However, we believe that it is only through critique of these dominant

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*Is Academic Freedom only for those who remain within the boundaries of traditional knowledges?*

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discourses that we are able to supersede and transform the current material inequities that exist nationally, internationally, and within the university. In this sense, our protest of DeFazio and Sahay's removal should be understood as a defense of academic freedom, critique-al pedagogies, and graduate student rights.

The Writing Program at Stony Brook, much like many composition programs, is based on courses that entail the mastery of three genres of writing. For example, at the U of A, courses are designed to "progress" from the personal narrative to the persuasive essay. These forms of analyses are predetermined by the Composition Council and are intended to offer a standardized curriculum that understands individual experience and individual opinion to be the basis of knowledge. A specific syllabus is established as the "model syllabus" for each course and both new and experienced teachers are expected to follow its guidelines for such things as appropriate textbooks, types of assignments, sequence of assignments, and grading policies. Not only does this delimit what knowledges are acceptable within the classroom, but as DeFazio and Sahay suggest, this approach to writing - because it assumes that individual experience is unique and isolated from larger social structures and constructs- obscures the degree to which individual experience "is

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*The Writing Program - with this removal - obviously thinks so.*

---

no relevance to graduate students at the U or A or any other university, this is simply not true. In fact, it is a divisive tactic that allows for the continuation of unethical practices like the irresponsible removal of DeFazio and Sahay, a removal that creates a hostile academic climate and threatens all of our pedagogical, intellectual, and scholarly activities.

We believe that this removal was directly related to their political critique of their university Writing Program and others like it and, as such, was in direct disregard for academic freedom. Further, because we believe that their removal should not be understood as a "local" or "isolated" incident, but rather as evidence for the necessity of transinstitutional solidarity and collectivity, the EGU at the University of Arizona, in the spirit of this collectivity, demands the immediate reinstatement of DeFazio and Sahay on the principled grounds of academic freedom.

# Celebrating Woman

## Women's History Month Calendar of Events

### Thursday, March 11

*Womyn's Awareness Week* - Speaker: TBA, Fireside Lounge, 8:00 p.m. Sponsors: Delta Sigma Phi/Sigma Lambda Gamma/Alpha Sigma Alpha

### Friday, March 12

*Womyn's Awareness Week Party* - End of the Bridge, 10:00 p.m.-2:30 a.m. Sponsors: Delta Sigma Phi/Sigma Lambda Gamma/Alpha Sigma Alpha

*Symposium: Pedagogy and Postmodernism* - Speaker: Min-Zhan Lu, National Endowment Professor of the Humanities (Drake University, Des Moines) Sponsor: the Humanities Institute, Frank Melville Library E4341, Time TBA

### Saturday, March 13

*Women's Studies Program Second Annual Conference, Dedicated to Vivian Hartog, Civil Rights, Women's Rights, Human Rights* - Student Activities Center Auditorium (morning sessions)/Alliance Room (afternoon sessions) 8:30 a.m.-6:30 p.m. (632-9176)

*Caribbean Student Organization Pageant* - Student Activities Center Auditorium, 7:00 p.m.

### Sunday, March 14

*Na'NiChen Dance Troop* - All women multi-racial dance troop with women from China, Hong Kong and Taiwan that perform a repertoire that includes historic dances as well as contemporary choreography. Staller Center, Main Stage, 7:00 p.m. Call 632-ARTS for ticket information.

### Wednesday, March 17

*Honoring Latin American Women. Look how far we've come!* Sponsor: Hermandad de Sigma Iota Alpha, Inc. Student Union Bi-Level, 10:00-12:00 p.m.

*FOCUS (SUNY at Stony Brook Feminist Journal) invites the campus community to a poetry reading.* All are welcome to share their poems or short prose. Peace Center, Old Chemistry Building, 12:00 p.m.-1:00 p.m.

### Thursday, March 18

Speaker: *Eva Kittay (SUNY at Stony Brook, Philosophy), Maternal Thinking with a Difference: Personal and Philosophical Musings on Mothering a Severely Disabled Child* - Sponsors: Disabled Student Services/Women's Studies, Peace Center Old Chemistry Building, 12:00-2:00 p.m.

*Leadership Conference: Images and Words: Women's Voices* - Sponsor: Campus Residences, Student Activities Center, 3rd flr., 12:30-5:30 p.m. Call 632-7400 for more information.

Speaker: *Gail Wiess (George Washington University, Philosophy) The Body as a Narrative Horizon* - Harriman Hall, rm. 214, 4:00 p.m.

### Friday, March 19

Film: *Elizabeth* - Staller Center Main Stage, 7:00 p.m. Call 632-ARTS for ticket information.

### Friday, March 19 - Sunday, March 21

*Stony Brook's Eleventh Annual Interdisciplinary Graduate Student Conference - Posing Questions: Interrogating Performance, Exhibition, and Representation* - Humanities Building, Poetry Center, 2nd flr. Contact Julie Burton-Swift for details at 632-7400.

### Tuesday, March 23

Speaker: *Sangeeta Ray (University of Maryland, English), On Feminism and Postcolonialism* - Peace Center, 2:30 p.m.

### Wednesday, March 24

Film: *Female Self-Image: Is Beauty Only Skin Deep?* Sponsor: Hermandad de Sigma Iota Alpha, Inc., Student Union Bi-Level, 10:00-2:00 p.m.

### Thursday, March 25

*Alla luce della candela (By Candlelight) The Italian American Woman: A Performance* - Franca Barchiesi, a veteran actress, has performed in roles including Georgia O'Keefe in "Blue Plains" and Eve/Sophia Loren in "Temptation: A Minor Fate," Javits Lecture Center, rm. 109, 11:20-12:40 p.m.

### Friday, March 26

Film: *Dancing at Lughnasa* - Set in Ireland, a coming of age story. Starring Meryl Streep and Catherine McCormack, Staller Center, Main Stage, 9:15 p.m. Call 632-ARTS for ticket information.

## Rights Advocates to Speak Saturday

By PETER GRATTON  
Statesman Editor

A global roster of top name speakers will be at the University this Saturday for the Second Annual Women's Studies Conference.

The conference will include discussions by Blinder Robot, an expert on the role of African American women in the Civil Rights movement, Dollie Burwell, the chief of staff for Congresswoman Eva Clayton, Nieve Ayress, a political prisoner during the Augusto Pinochet regime in Chile, and Regina N'Tongana, who

lost two of her children during the forced relocation of blacks to the Bantulands in South Africa.

"The conference is important because it will show that the Civil Rights woman is very much alive," said Temma Kaplan, the chair of the women's studies program, "Large number of women are changing the shape of the political landscape."

The conference will take place in the Alliance Room in the back of the Melville Library from 8:30 am to 6 pm.

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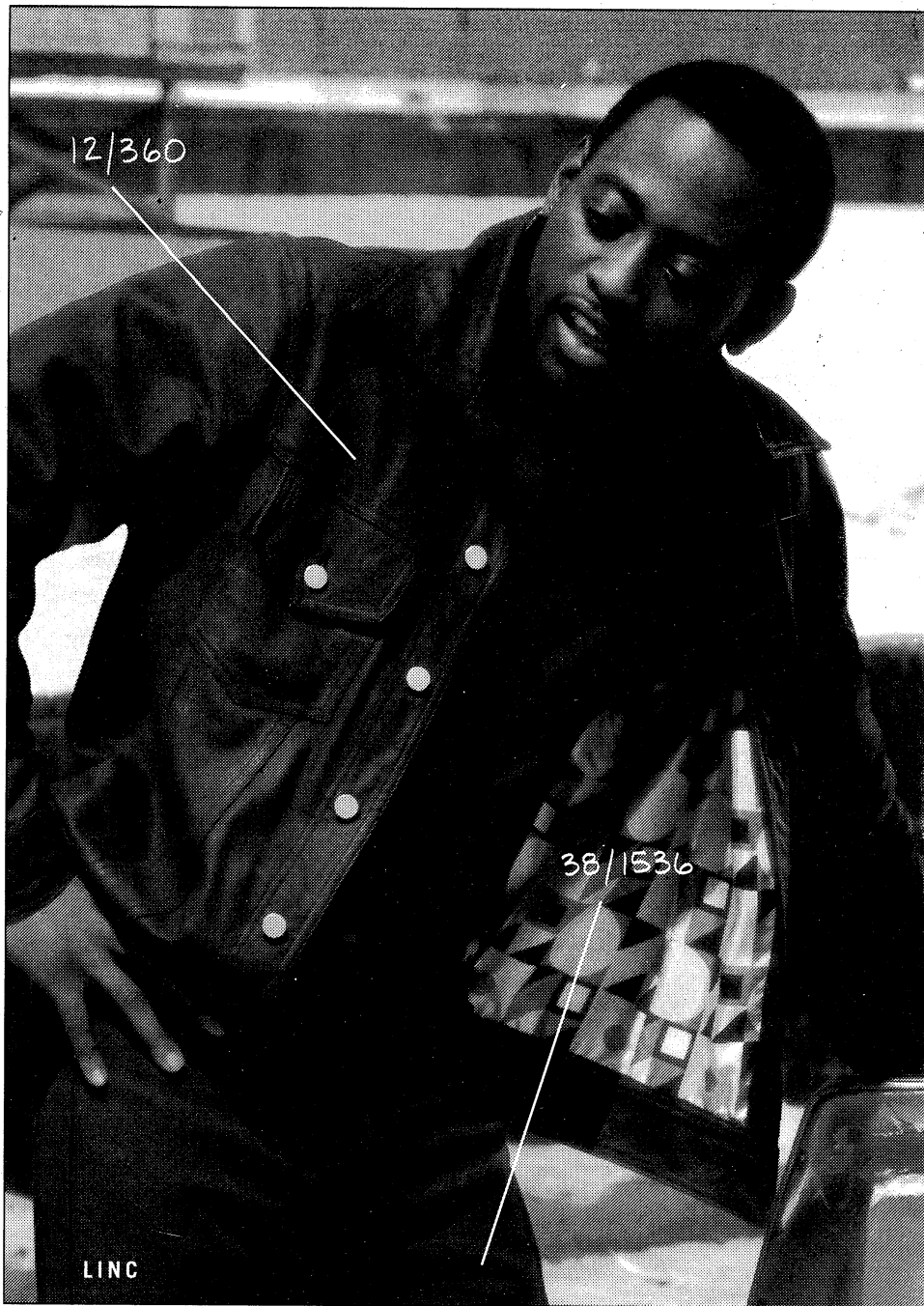
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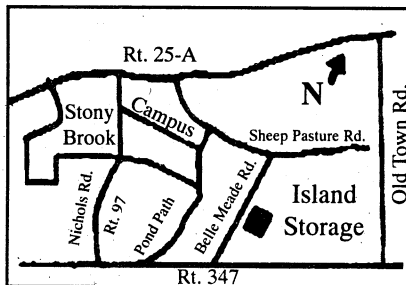
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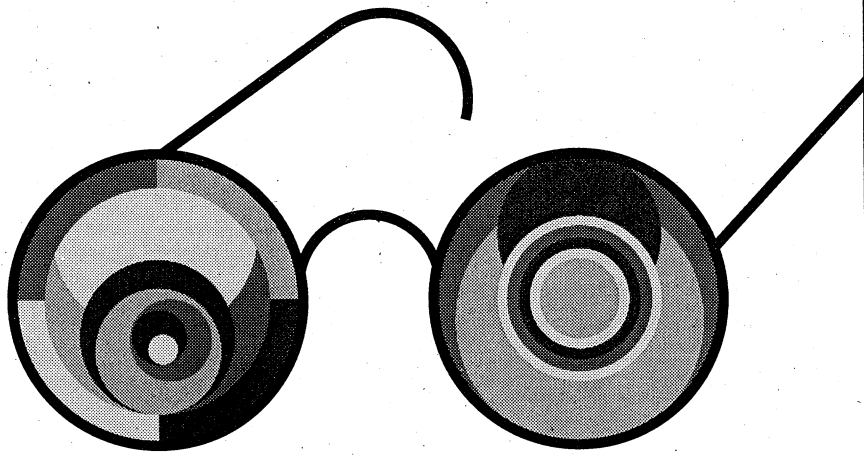
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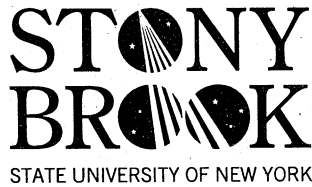
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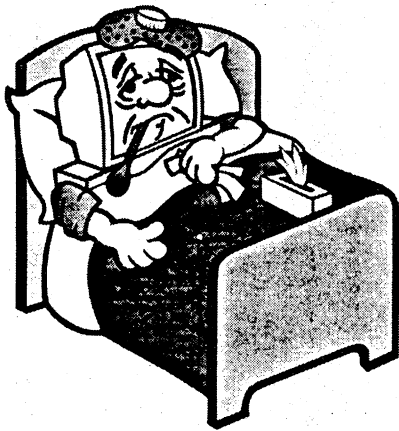
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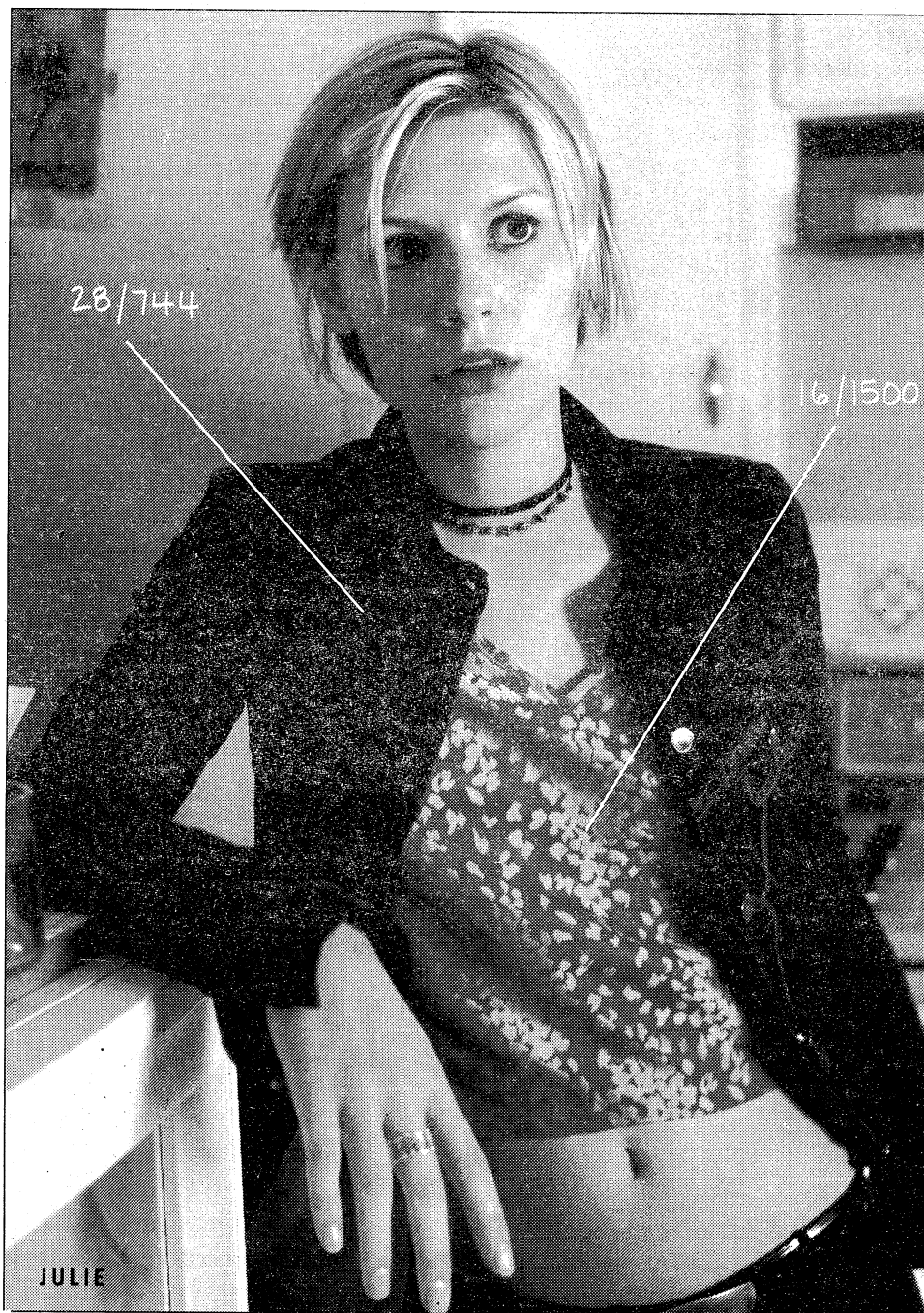
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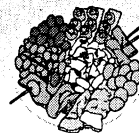
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POLITY - YOUR STUDENT GOVERNMENT

# C.O.C.A. Spring 99'

## Movie Schedule

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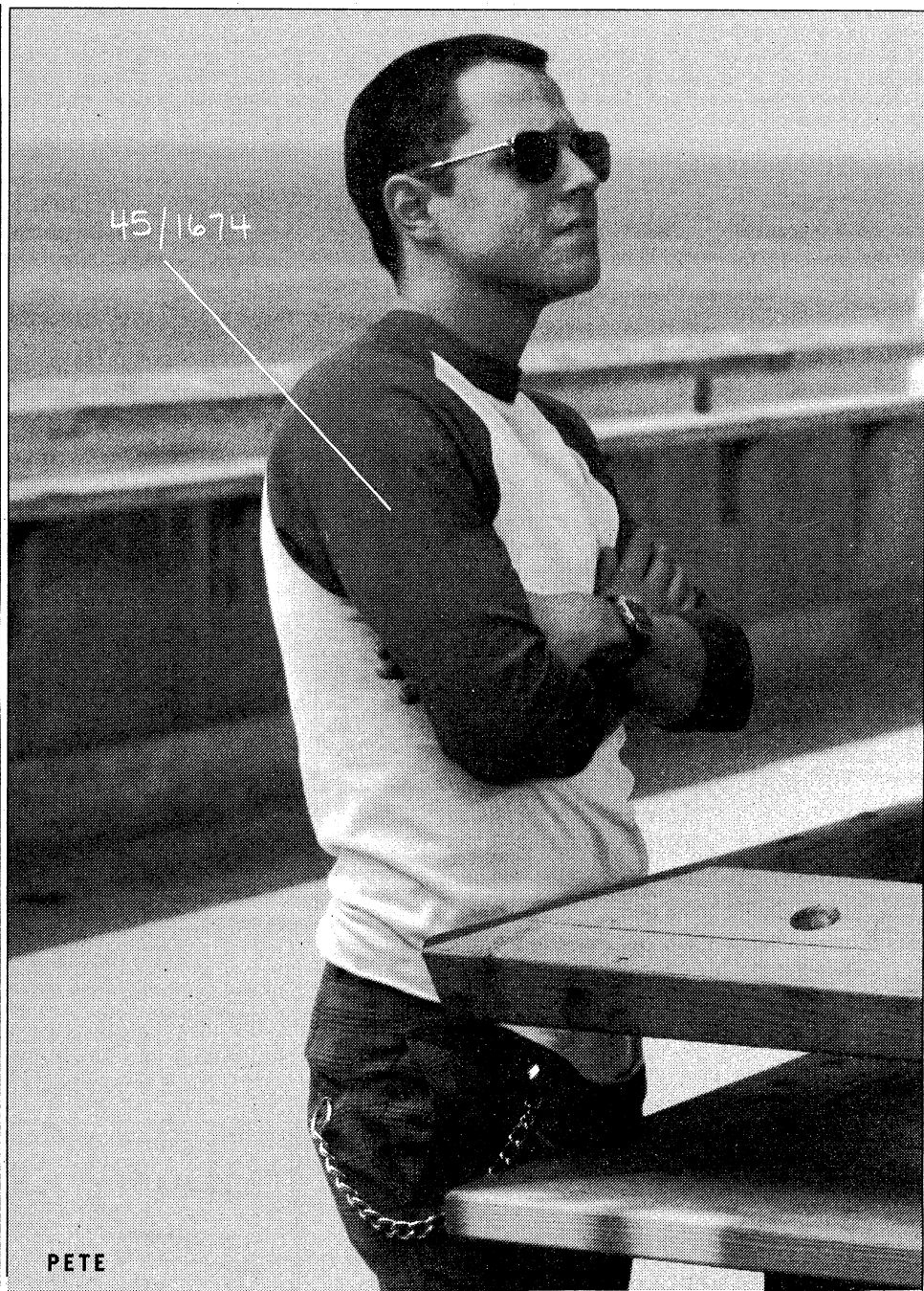
March 12th - 14th  
**Waterboy**

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\*\*\*\*SHOW TIMES: Friday & Saturday 8:30 & 11:00PM  
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POLITY - YOUR STUDENT GOVERNMENT

### STUDENT POLITY ASSOCIATION

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- Polity Treasurer
- Senior Representative
- Junior Representative
- Sophomore Representative
- Student Assembly
- USSA Representative
- SASU Representative

#### Referendum

In order to be a referenda group on the Spring '99 ballot you must do either of the following:  
Petition 15% of the Student Body  
or Majority vote of the Polity Council or Senate.

Petitioning begins **Monday, March 8, 1999.**

Pick up petitions in the SAC, room 202

**Petitioning Deadline is Friday, March 12, 1999 at 4:30 p.m.**

Referendum groups only. Deadline for Majority vote by Polity Council or Senate is **Wednesday, March 17, 1999 at 10 p.m.**

For information call Nicole @ 2-6460

POLITY - YOUR STUDENT GOVERNMENT

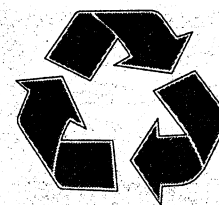
## Attention all Stony Brook students, faculty and staff!

Polity Senate is looking for students, faculty and staff to join the newly created **Senate Recycling Committee.**

This committee was created in order to investigate campus recycling and ways to improve upon it.

No experience is necessary.

Everyone is encouraged to join.



**Help make a difference in our environment!**

For more info call 216-2609

The Stony Brook Statesman Thursday, March 11 1999

# Lacrosse Team Starts Spring Season

The Stony Brook lacrosse team kicked off its 1999 campaign with a 11-7 loss to Colgate last Saturday in a driving rainstorm. The win was the first of the season for the Red Raiders who had dropped their first two games of the year.

The two games early in the season proved to be an advantage for Colgate as they jumped out to a quick 2-0 lead at the end of the first quarter. The Red Raiders then stretched their advantage to three with a goal early in the second quarter before junior Vin Miller (Bethpage, NY/Island Trees) got the Seawolves on the board at the 13:14 mark of the second stanza. Stony Brook then cut the deficit to one when sophomore Dave Ozvath (Islip Terrace, NY/East Islip) took a pass from freshman Denis Scannell (Wantagh, NY/MacArthur) and beat the Colgate goalie. The Red Raiders quickly responded by scoring two goals before halftime to take a 5-2 lead into the break.

The Seawolves then cut the lead back down to two :37 seconds into the third quarter when freshman Jon Tompkins (New Hyde Park, NY/New Hyde Park Memorial) scored his first collegiate goal off of a pass from fellow freshman Tris Gillen (Oswego, NY/Oswego). Colgate then quickly responded with five straight goals in the third quarter, three of which came in a span of 1:07, to take a commanding 10-3 lead. The Seawolves again answered as Scannell scored the first of his two goals, but the Red Raiders added a sixth tally in the third quarter for an 11-4 advantage.

Stony Brook added three goals in the fourth

quarter but it was not enough as Colgate held on for the victory. Scannell added his second goal of the game off of a pass from freshman Matt Campolettano (Massapequa Park, NY/Chaminade), and Miller and Ozsvath each tallied unassisted goals to round out the scoring.

Sophomore Tom Bushy (North Falmouth, MA/Falmouth) made 12 saves in his first collegiate start for the Seawolves, seven of which came in the second half. News and Notes: Stony Brook will continue its current homestand with two contests next week. On Wednesday the Seawolves will host Bucknell beginning at 3:30 PM before welcoming Providence into University Field on Saturday, face-off will be at 1:00 PM

### Statistical Leaders

|                       |                                 |
|-----------------------|---------------------------------|
| Goals                 | 2, Vin Miller                   |
|                       | 2, Dave Ozsvath, Denis Scannell |
| Assists               | 1, Matt Campolettano            |
|                       | 1, Tris Gillen, Denis Scannell  |
| Points                | 3, Denis Scannell               |
|                       | 2, Dave Ozsvath, Vin Miller     |
| Shots                 | 9, Dave Ozsvath                 |
|                       | 6, Vin Miller                   |
| Groundballs           | 7, Jeff Puglia                  |
|                       | 5, Tom Bushy, Jim Imhof         |
| Goals against average | 11.00, Tom Bushy                |
| Save percentage       | .522, Tom Bushy                 |

## Tracking to Boston

Junior Steve Sayegh (Mahopac, NY/Mahopac) and sophomore Patrick Harding (Georgetown, Guyana/Queens College (Guyana)) represented the Stony Brook men's track and field team at the IC4A championships held at the Reggie Lewis Center in Boston, MA last weekend.

Last Saturday, Sayegh posted a time of 8.37 in the 60 meter high hurdles to advance into the semifinals held on Sunday. In the semi's, Sayegh fell victim to a bit of misfortune when he slipped coming out of the blocks but finished the race in a

time of 8.46 seconds which was good enough for 15th place out of the 22 runners that competed.

Harding posted his fourth best mark of the season in the shot put finishing in 21st place overall. He recorded a toss of 14.54 m in the event.

News and Notes: Last weekend was the final competition for the indoor track season. The Stony Brook men's and women's track and field teams will next be in action on March 26-27 when they begin the outdoor season. The Seawolves will travel to Florida that weekend to compete in the Coca-Cola Florida Relays.



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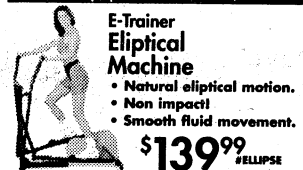
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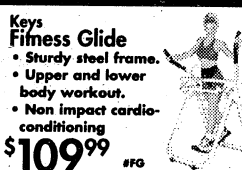


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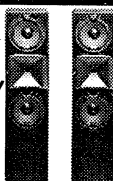


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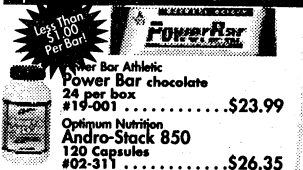


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The Stony Brook Statesman Thursday, March 11 1999

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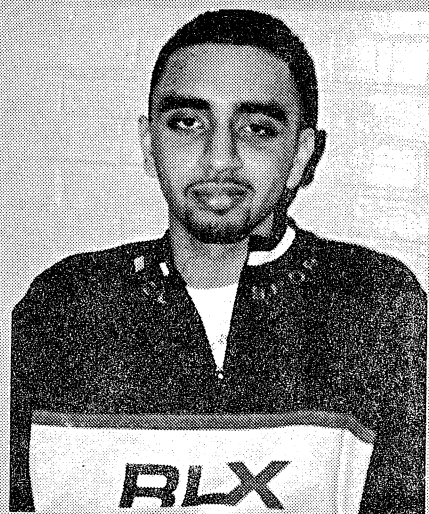
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Sammy Bhatti  
Junior, Psychology major



"I know someone that made copies of a homework he was supposed to do on his own and produced it in class."

Pradipto Das  
Junior, Electrical Science major



"I know many people who cheat. They copy homeworks, etc."

Sushmita Kancharia  
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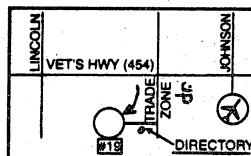
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The Stony Brook Salesman Thursday, March 11 1999

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# Features

## Love & Rights

### Controversial Author bell hooks Takes Podium as Part of Presidential Lecture Series

By JULIE MINGIONE  
Statesman Staff

Continuing with Stony Brook's Presidential Lecture Series, poet, author, feminist, and critic, bell hooks spoke to a packed SAC Auditorium about what she called the "love ethic" in her talk, "Ending Domination- What's Love Got to Do With it"?

The lecture was attended by undergraduates, graduate students, and professors alike, and addressed the influence of love upon the moral, ethical, and radical issues facing individuals of our time. hooks is an accomplished author and poet, known for her essays dealing with feminism, racism, and explanations of love always being the core of such issues. She contended that the two great social movements of her time were the feminist and civil rights crusades, and explained them as "life changing with a focus on the word 'love'".

hooks, who feels that the capitalization of names is patriarchal, is currently a professor at the City University of New York, and told a story about teaching undergraduate students to "embrace the love ethic" and their resulting anger at such a statement. The students asserted that "love did not get them very far in the days of slavery or in the Jim Crow South." Despite this, hooks holds firm to the belief that the Civil Rights movement would never have existed had it not been for the power of love.

To exemplify what she meant by "ending domination," hooks told of many people she spoke to who said black boys needed discipline and needed to be sent to military school in order to become model citizens. But hooks suggests that all these black boys need is love and support, a notion that many still think is idealized and unrealistic. hooks feels that the only way to bring about a change in our society is not to dominate one another with power but to bolster each other with love. As hooks so eloquently put it, "The



Statesman/Tee Lek D. Ying

bell hooks speaking at the Student Activity Center yesterday.

heart of creating a loving society is loving justice."

Another problem of the social community in our country is the "resolute refusal of those in power to hear the voice of the powerless." The approximately 38 million poor people in America, and especially those that are white, do not have a voice in our culture. To be poor, is to be stigmatized as if one is inherently flawed, said hooks, and this is a problem that our country should be facing head on. hooks spoke of the excessive amount of attention paid to the White House scandal, and the lack of importance placed on social issues, such as

poverty.

Later in the lecture, there was a question and answer period, where several people asked questions concerning dominance in the classroom, the poor white population, and the "God ethic." hooks fielded each question with ease and engaged the audience further into lessons of love and the moral state of the population. She urged that the only way we were to advance as a people was to focus on the hopeful aspects of life, because, as Cornell West once said, "Nihilism is tamed by love and care."



**The following issue should have been numbered “42”**

